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ABSTRACT

In fiscal year 1975, Montana's Johnson-O'Malley (JOM) funds provided services for 6,869 eligible Indian students. JOM funds provided transportation, boarding homes, home-school coordinators, cultural enrichment programs, nurse coordinators, study centers, consultation service, writing projects, summer programs, special teachers, and workshops for teacher aides. During the year, local Indian parent advisory committees began to develop constitutions and by-laws, depending on the amount of input they were allowed in local school programs. Other JOM statewide projects were the Montana Indian Youth Practicum (a training course in study and practical application of problems in Indian self-government), the annual All-Indian High School Speech Tournament, and the annual Indian Education Conference. This report presents the school reports of JOM funded projects, a brief description of the statewide projects, the JOM annual financial report, the administrative budget, a summary of allocations, enrollment data, a summary of enrollment and financial report, and a listing of Elementary and Secondary Education Act Title I projects funded for 1974-75. Tabular data pertain to JOM allocations and numbers of eligible Indian student participants for fiscal years 1948-1975; JOM allocations by reservations; and Montana Indian reservation fiscal year 1975 statistics on enrollments, teachers, and school board members. (NQ)

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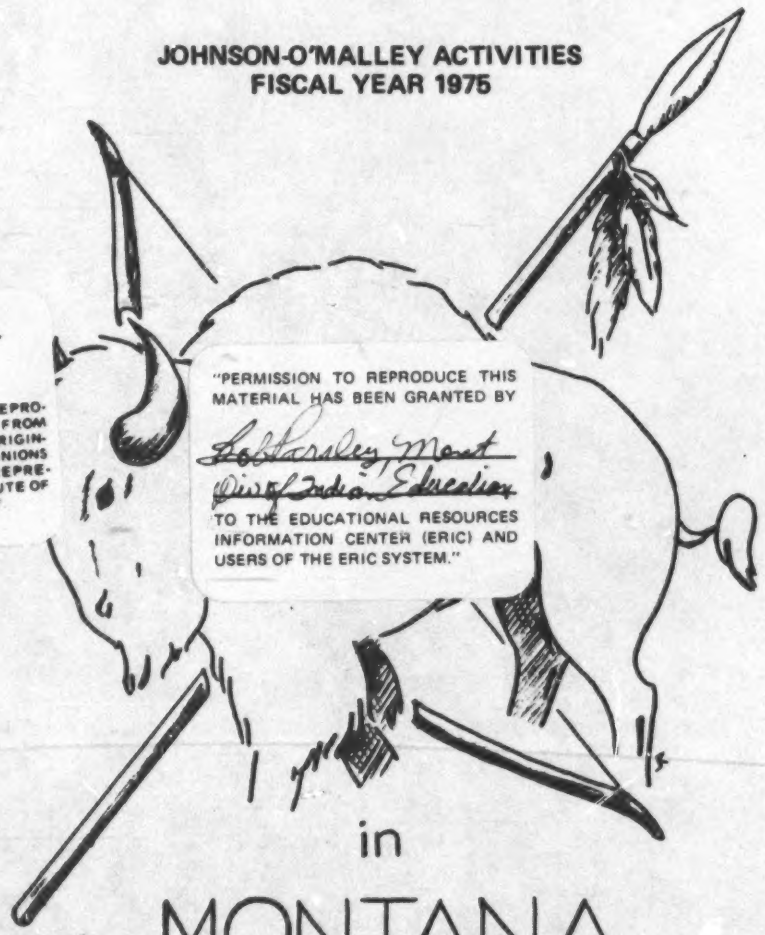
ANNUAL REPORT of INDIAN EDUCATION

JOHNSON-O'MALLEY ACTIVITIES FISCAL YEAR 1975



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History of Johnson-O'Malley Program

Montana

Montana became involved in the Johnson-O'Malley program soon after inception of the Act in 1934. The early contracts were between the local Indian Agency Office and the local school districts. In fiscal year 1946 the Office of the State Superintendent of Public Instruction began to contract annually with the United States Department of Interior, Bureau of Indian Affairs, to provide educational services to Montana Indians. In 1972-1973 the contract was for $1,060,000 which included 37 school districts and 7,613 school children.

In 1964 the Johnson-O'Malley funds had been reduced to $36,000 and the primary objective was to provide free or reduced price lunches for Indian children. With the impact resulting from Public Law 874, assistance through Johnson-O'Malley funds showed a marked decrease from 1958 through 1969 and Montana school administrators accepted avoiding duplicate funding where Public Law 874 was heavily involved.

For fiscal year 1968 a revised and updated Johnson-O'Malley State Plan for Montana was completed and became a part of the contract beginning with the 1969 fiscal year. Nearly the entire funding of the program has, in the recent past, been utilized to provide lunches for eligible Indian children in public schools on the reservations in Montana. The budget and programming aspects were limited in scope. The funds available to the program were allotted to schools by the State Superintendent's Office and used to pay a portion of the total cost of the lunches furnished Indian children. Funds available were insufficient to meet the full costs.

In fiscal year 1970, Montana Johnson-O'Malley funds were relieved of the necessity of supporting school lunches for Indian children, and were channeled into special project activities. Department of Agriculture school lunch funds became available in larger amounts to make that transition possible. At this point Montana shifted away from Johnson-O'Malley lunch financing and with the granting of more funds, projects for special program activities received an impetus that has grown each year. Presently project applications exceed the funds available. In January, 1970 funds became available for kindergarten programs; in fiscal year 1974, twenty-two kindergarten units were in operation.

The program now includes transportation, boarding homes, home-school coordinators, nurse coordinators, cultural enrichment programs, consultation service, study centers, writing projects, summer programs, special teachers and workshops for teacher aides of Indian children.

During 1974 and 1975 local Indian parent advisory committees began to develop constitutions and by-laws and usually met at least once a month. Again this depended on the amount of input they were allowed in local school programs.

In Montana there are seven Indian reservations, each with its own tribal government organization. Discussions are being held in regard to tribal contracts, but presently none of the tribes have made a special attempt to contract their own Johnson-O'Malley Act funds.

TABLE I

MONTANA JOHNSON-O'MALLEY ACT ALLOCATIONS AND NUMBERS OF ELIGIBLE INDIAN STUDENT PARTICIPANTS FOR FISCAL YEARS 1948-1975

Fiscal Years	Allocations	Numbers of Eligible Participants
1948	$176,944	2,720
1949	176,944	2,906
1950	288,188	3,139
1951	389,081	2,947
1952	389,082	3,058
1953	374,528	3,107
1954	292,794	3,046
1955	608,190	3,190
1956	400,800	3,472
1957	460,702	3,737
1958	497,000	3,546
1959	266,260	3,509
1960	100,000	1,574
1961	118,187	3,103
1962	72,364	2,377
1963	133,769	2,197
1964	36,016	2,210
1965	64,058	2,175
1966	87,405	2,018
1967	116,929	2,204
1968	127,045	2,300
1969	179,914	3,191
1970	577,987	4,287
1971	722,000	5,418
1972	909,250	6,094
1973	1,060,000	7,613
1974	1,060,000	6,666
1975	1,060,000	6,869

Johnson-O'Malley Act Funded Special Projects

Blackfeet Indian Reservation

Browning

Special Transportation

This program helped provide equal participation in school, and in school activities for rural Indian Students.

Buses were provided during the winter months to service Indian children from Low Rent, Last Starr Community and the BIA Square. Extra curricular runs were intiated to Babb, Starr, East Glacier, boarding dormitories and Heart Butte, allowing these children the opportunity to participate in sports and art events.

Approximately 1,650 Indian children realized benefits from special transportation. Attendance was improved during the winter months and a good number of students from the rural areas became regular participants in extra-curricular events.

Kindergarten Support

This program was designed to provide the needed supplies and support in order to give the Indian children the necessary start in school activities to help insure a quality education.

These funds supplement the districts effort in the kindgergarten program by providing two aides, additional supplies and trips, additional food in the way of snacks and a special kindergarten bus service. Approximately 26 students would not have attended kindergarten if this program would not have been initiated.

Blackfeet Language Program

This program provided Blackfeet Language and Culture as an academic offering in the Junior and Senior High School.

Blackfeet Language and Culture was taught in the junior and senior high school during the school term on an elective basis. Two instructors and an aide were employed to teach the courses. Additional supplies were purchased and utilized in the program. About 65 students were involved in the program.

Home-School Coordinator

The basic objective of this program is to improve school community relations and communications.

Three coordinators were employed; one at the high school level, one at the junior high school level and one in the elementary grades. Contact logs were maintained by the coordinators which indicate success with the program. The success was also seen through improved health and appearance of students, increased sensitivity of staff towards the community, increased attendance of the children directly involved with the coordinators, and increased community response to the school.

Summer Recreation

In addition to the individual and group activities usually participated in, there was an exceptional baseball program added to the summer program. More students participated in the baseball program than ever before. For the first time in many years Browning participated in the American Legion Baseball Organization. The team showed a good turn out and did a remarkable job against other seasonal and more experienced teams from Class B Central League.

During the summer a total of ten boys and eight girls were sent to their respective Grizzly Gage Camps in Missoula. Out of these ten boys, every single one of them received an all-star trophy. One was also named outstanding cager and another one was named outstanding athlete of the entire camp. One of the girls will be attending college on a baseball scholarship while another is being recognized as an all-star.

Cut Bank

Art Appreciation

This program is beginning to show value, as this year we were able to purchase several original oil paintings of pupils that have attended this school. We have a vacant classroom this coming year and the request of its use was to make an art room with tables and facilities to do more extensive art projects.

By meeting the above objectives, having an increased number of adult visitors to view the art, people checking out pictures for the summer and comments made by any visitors, leads me to believe the program was very worthwhile.

East Glacier

Teacher Aide

The teacher aide worked with the teachers to help students who needed extra help in scholastic areas.

The program was designed, with the assistance of the aide, to attempt to improve the students of East Glacier Public School in areas of scholastic growth.

The project was successful. Many students received individual assistance with the aide and showed improvements throughout the year.

Heart Butte

Research and Planning

There are problems in student background due to transferring, absenteeism and isolation. Because of this we need to develop an individualized curriculum to meet the needs of the students and insure proper background for development. There were students with wide ranges of ability in all the individual classes.

The program should be continued in an altered form. Aid is needed in developing the individualized program employing a reading specialist on our own staff, rather than the University of Montana's program, and continue the program without a tie to any specific university.

Teacher Aide

We have students with a very wide range of abilities, and students with poor academic background; therefore, individualized curriculum and much remedial work is needed to meet the needs of the students. The aides make this possible and also they assist the teachers in working with students.

The aides are very helpful in the classroom, since a great majority of the students have to be worked with individually.

Enrichment Program

This program is to improve self image of the students. It is necessary for a student to be aware and proud of his heritage. Thus the program will enrich the overall educational climate by providing the necessary tools, supplies and skilled resource people to these ends.

The singing portion of the program was very good, but more Indian Heritage should be taught such as Indian language, Indian dancing, etc.

Activity Bus

This program will provide transportation for high school students in the Heart Butte area, who are enrolled in Valier High School, to school activities in Valier. Also transportation will be provided for students in Heart Butte Elementary School for after school activities. This program is to afford an equal opportunity for isolated students and families of little means.

We hope that more students will become involved in sports, because we feel that when a child is more involved in school activities, it helps him or her to become more interested in school.

Educational TV

Since the area is very isolated, this program was for the many students who do not have sufficient background to become fluent in vocabulary and subject matter areas. The provision of TV signal and school oriented programming is intended to provide such background.

We are trying to provide students with additional stimuli that will increase their verbal functioning and ability to read, and to increase positive self image by seeing themselves react and function on video tape.

School Nurse

This program is to help students stay healthy. Since absenteeism due to health reasons is a problem and since the clinic is staffed only two days a week, there is a need for a nurse to work in health problem prevention and first aid. She helps reduce health problems that interfere with child development.

Inservice Training

We are attempting to upgrade the quality of instruction and since our aides are financially unable to secure training for themselves, it is necessary to provide training on the job and to send them to college for training. This is to improve instruction of the students.

Valier

Teacher Aide

Two teacher aides were hired to help students in need of extra educational help. The program gives Indian students more individual attention and help in their areas of difficulty.

Counselor

This program is for students to be able to discuss emotional, social, economical and educational problems with someone. This turned out to be a good program with good progress by all participants.

Crow Indian Reservation

Hardin

Readiness Room

This program helps to develop students that are chronologically eligible for first grade, but are not mature enough. It helps the students to develop verbal skills, lengthen attention span, develop social skills and psychomotor development.

Activity Media

This program was developed to help students learn words and concepts in English to help them communicate with others. By visualizing ideas they know in Crow, they can increase their learning of English. We are trying to get the students to show self expression, use color and art for man and communication.

Music Communications

Students use singing and use of basic music in expressing themselves and see that music is influenced by economy, culture and political happenings.

The program was developed so that students would increase their reading ability, listening and pronunciation of English words.

Bilingual Instructional Aide

This program gives a bilingual aide in the Fort Smith School. Indian students can have concepts explained in English and Crow for better understanding. This helps the Crow children better relate to teachers and is a language aid for those that are predominately Crow speaking.

Junior High School Activity Science

This program aids in developing individualized instruction in science. All funds are directed toward supplies and science equipment. The object of the program is to learn problem solving, enhance creativity through experimentation and to increase student involvement in class.

Elementary School Activity Math Program

The National Science Foundation has trained our math teachers and we are providing math materials for student use. The objective of this program is to enhance problem solving ability, to encourage student experimentation, and to provide activity involvement to increase enjoyment in learning.

Wyola

Eigth Grade Project in Experiential Ed.

This program was given to provide an opportunity for these students to travel beyond their own locale and be exposed to learning situations and environments they ordinarily would not have an opportunity to experience.

Kindgerten/Art-Music

This program provided appropriate early childhood education experience for five year old children. It also provided instructional activities in art and music for the total school.

NSF Math and Science Materials

Four teachers attended training workshops. Two workshops for math and two for science. The project helped the teachers to utilize their training in the best way by supplying them with adequate materials to successfully implement new programs.

Parent School Involvement Project

The program more fully involved the parents and community in program development and decision making for the educational programs in the school. It also helped increase parent awareness and involvement in the programs and activities already underway.

Intermediate Indian Student Involvement

In this program, an Indian teacher works with the student to promote higher Irdian involvement in school related activities, including extra curricular and voluntary participation activities.

Lodge Grass

School Nurse

This program was provided to help keep health records, advise staff of health needs, check with parents on student health needs, coordinate school and county health programs and perform first aid as needed on students.

Kindergarten Transporation

17 to 20 Indian students, who have no other way to school, were provided this transporation. Attendance increased and school work showed progress for the children.

Science Project

This program was designed to introduce an individualized approach to teaching science to grades 7 and 8. We are trying to make the program interesting and help the students to learn easier.

Math Project

The process of this program will improve the teaching of math in a more relaxed and individual atmosphere. We purchased additional instructional materials to aid in this effort. We hope to increase the interest in math, facilitate learning in math and provide additional instructional math materials for the students. Increased learning and interest in math by the students was foreseen by the teachers.

Bilingual Counselors

This program gave the Indian student the opportunity to have counseling services from two bilingual counselors, local people, someone they could turn to in the hall and on the grounds for personal information and contact. Having the bilingual counselors was a very beneficial effort for the students. It showed the trust the students had for the bilingual counselors.

Kindergarten

Each child was provided instruction from a certified instructor for three hours five days a week in the usual school related subjects and in getting along with their peers. Testing determined the total growth of each student in acadmic and social development and it was good.

Reading is Fundamental

This program was originally designed by the Smithsonain Institute and the process was proven very effective in this effort. We increased reading interest, reading ability and reading availability for the students. Paperback books were bought for free distribution, so that the students could read them, trade them or take them home in an effort to increase their reading interest.

Flathead Indian Reservation

Arlee

Tutor Service

The program was provided to assist individual students in need of special attention in their academic classes. Tutors were hired to assist the students who needed special help in their classroom work.

Video-tape Equipment

The program was provided to help capture the historical significance of the area around. Video-tape equipment was purchased to help in this area. We were reviewing the culture loss, preserving the culture and studying the Flathead tribe for future generations.

Home School Liaison

The program was developed to help bridge the gap between the school and the Indian home. The programs foster improvement of communication between the home and school.

Indian Studies Class

This program was designed to promote the cause of Indian Education in the school. The class teaches Indian history, government, culture and problems of the Indian in the white society.

Indian Literature

The program promoted the cause of Indian Education in the school. Indian literature is taught as part of the English curriculum.

Charlo

Home-School Coordinator

The home-school coordinator was hired to work with the students, parents and teachers. They helped the students have a better relationship with the teachers, and helped the parents to understand the problems at the school level.

Dixon

Lapidary Program

This program creates an atmosphere of individual competition, while students also experience learning success through working together. The students achieved personal achievements, a feeling of success, increased school interest, both by students and parents, and provided a foundation for identifying.

Home-School Coordinator and Counselor

The coordinator serves as a liaison between the home and the school to increase the parents' interest and involvement in their children's education. We are trying to decrease absences and tardiness. The coordinator had great success in stressing the importance of an education to our Native American students.

Elmo

Cultural Teacher and Materials

The program was designed to teach Kootenai Indian language in the school by building a positive self-image, and to present their non-Indian classmates a glimpse of a culture other than their own. This brief glimpse of Kootenai culture helps the non-Indian to appreciate their Indian classmates.

Home-School Coordinator

This program is to improve relations between the child, the school, the home and the community. Thus also enabling the teachers to better understand their students.

Hot Springs

Home-School Coordinator

This program was designed to help better the relationship betwen the child, the home and the school. The objective was to alleviate the drop-outs and add better relationship between the home and the school.

Teacher Aide

The program was developed to aid the students having problems in classes. The aide helped the student strengthen their weakness in a subject area. It showed excellent success.

Library

The program was designed to add books to the library for the 7th and 8th grades. We upgraded the library with Indian Culture books to help the student understand their culture better.

Polson

Home-School Coordinator

The home-school coordinator provides social and academic counseling at all grade levels. They set up and maintain lines of communication between the parents, teachers, administrators and the Indian Education Committee. They serve as an advisor to the high school Indian Club and aid students in their post high school planning. They serve as a liason between all interested parties, serve as resource person for the Indian Education Committee, oversee ongoing programs and become aware of new programs and provide Indian input to Superintendent and the school board.

Cultural and Instructional Enrichment Program

The program will partially fund a teacher of Indian History and Government in the high school, provide needed books and materials for a similar class in the middle school, provide materials for the elementary school, provide supplemental instructional materials to meet the special needs of Indian students in some academic areas, to provide instruction in Indian History and Culture, bolster self-concept of participating students, to provide for special academic needs of our Indian students and to aid non-Indians understanding through non-Indian exposure to Indian history.

Native American Crafts

The program involves instruction in all aspects of beading, moccasin making and other types of leather crafts. Members of the local Indian community are hired as instructors. They teach Native crafts and bolster the self-concept of the participating students.

Ronan

Legal Seminar

This program was designed to help the many students that may have had contact with law agencies at an early age and are totally unaware of how the courts function, the purpose of the law, etc. Special guest lecturers were hired to speak about varied elements of the legal systems, and the courts. We hope to improve students understanding of the legal system, particularly in the way that it relates to individual persons, we hope to improve the students understanding of the courts and an individual relationship to the courts, we hope to develop a respect for laws and we hope to develop an appreciation of the law officer and develop vocational information regarding a legal career.

Indian Language

This program was designed to attempt to keep the Indian language alive. Few families speak or have any contact with their native language and we hope to teach the children the Salish language.

Home-School Coordinator

This program was devised to help the Indian parents who were unwilling to come to the school to discuss their children's problems and the school can find out the circumstances surrounding the Indian student. This home-school coordinator also acts as the school nurse.

St. Ignatius

Home-School Coordinator

The program was designed to provide direct communication between the Indian community and the schools. To foster a positive relationship between the home and the school, to provide Indian involvement in educational progams and to develop a sensitivety to the educational need of Indian students is what the coordinator's job is.

High School Indian Studies

This program was designed to aid in drop-out prevention, as well as helping the non-Indian student to become aware of the Indian heritage, culture and problems. We are trying to create a better self-image for Indian students, develop better understanding between Indian and non-Indians, establish lines of communication between the Indian and the non-Indian and to provide for local Indian involvement in the educational process.

Indian Awareness

This program was primarily designed for the adults in the community. We are trying to seek out needs of Indian parents in order to promote their ability to educate their children, provide awareness of the Indian way of life, involve local Indian people, establish communication among Indian parents and educators and to provide Indian students and parents the opportunity to share in a learning situation.

Mathematics Improvement Program for Grades K-8

This program was designed to provide a more meaningful math program for the Indian students in the elementary grades. It was based on using activity censured games and techniques for teaching and learning.

Science Curriculum Improvement Study

This program was provided to attempt to enrich the school curriculum to include activities which might be more relevant to the interests of the students and especially the Native American. We were trying to develop a science program that relates more closely to the interest of the student and to allow each student to work at his/her own level of achievement.

Art Project

This program was designed so that the Indian children that have a sincere interest in Arts and Crafts, as well as the ability to excel in this field, could have the opportunity to do so. We wanted the students to be able to develop the artistic ability they have and we wanted to encourage Indian artists to take advanced work in art.

Fort Belknap Indian Reservation

Harlem

Distar

The Distar program was introduced into our Kindergarten program during the 1972-73 school year. Since then it has been extended into grades 2 and 3. Tutors were hired to teach the Math portion of the program. We want to provide the basic fundamentals of reading and arithmetic for all primary children, allow for smaller groups, thus allowing for more individualized attention for each child, raise and maintain each participants overall reading and aritmetic ability and to provide the confidence necessary for each child to compete with other students at his grade level.

Boarding Home

The boarding home project was provided to make it possible for Hays Lodge Pole students to continue their education at Harlem High. These students board and room with families in their community. 22 students were given the opportunity to attend Harlem High School where they were first enrolled.

Summer Counseling

This program was designed to give parents the opportunity to discuss their children's plans. This makes it possible for someone from the school to meet with parents and students on their home ground. The objective of the program was to; make boarding home arrangements for Hays Lodge Pole students, to meet with all new high school students and their parents to discuss their high school plans and to improve home-school relations by visiting the families of our students in their own homes. This program provides the counselor the opportunity to discuss with the parents what they expect of our school and to explain what will be expected of the students. The program has helped greatly improve the relations between the home and the school, because now the parents know someone at the school that they can come to when problems arise.

Hays Lodge Pole

Arts and Crafts

This program was provided to perpetuate the heritage of our young Indian students. The program is a continuing project that was very educational to the children in the past year. We have local people come into the school and teach arts, crafts, beading, legends and history of the Gros Ventre and Assiniboine. The objective of the program was to make the children aware of their culture and heritage and to give them skills in making Indian crafts and arts.

Industrial Arts

The project was provided to give our students an opportunity to secure a job in the tribal building construction program. This program will teach the young people to use tools of the carpentry trade, insulation, electricity and small motors.

Kindergarten Program

This program was designed to build and strengthen the skills of the student for a successful entry into the elementary school. Our objective is to prepare our pre-school children for adjustment to school, to give an insight of what school is all about and to help prepare the children emotionally for school.

Home-School Coordinator

The program was developed to bring closer relations between school, community and parents. It also aided in the improvement of school attendance and decrease in the rate of drop-outs. The coordinator works closely with the school and the home to help improve the relationship of the parents and their children in the school. We are trying to bring about awareness of the school and the students in improving school attendance, improve the grades of the students and show general awareness of the school for the students.

Fort Peck Indian Reservation

Poplar

Indian Studies

The program was developed to provide funds for approximately 68 days for gathering, evaluating and submitting Indian Study materials along with new study information for the Johnson-O'Malley Committee.

Wolf Point

Summer School

This program was developed so that 45 Indian high school and junior high students were able to attend the program to study, work and have some recreation during the summer months. They attended field trips to TV and newspaper media, historical sites and recreation complexes. We were trying to interest the students in English through communcation media, and in their Indian Studies, to allow them to see the school and teachers in a relaxed and enjoyable atmosphere and encourage them to return to school in the fall. The entire program was enjoyable to the students and the staff as well. Virtually all the students returned to school in the fall or went to a Bureau of Indian Affairs boarding school.

Brockton

Indian Education Textbooks

Since the school is 97% Indian enrollment, it is important that this program be within the school system to provide accurate Indian Education textbooks.

Introduction of the Metric System

This program was provided to slowly introduce the metric system into the districts exisiting math curriculum. Audiovisual materials, textbooks and games were purchased pertaining to the metric system. We felt that it is better that a student learn gradually rather than all at once. The program worked well for the school system and there were a lot of interested participants.

Hand-Oriented Course Involvement for Indian Students

This program was designed so that materials could be purchased so that the shop program could be expanded and so that the building could be encompassed at all levels of difficulty. Our objective was to increase the interest of the student toward wood crafts and increase the hand oriented courses that students can take.

The World Of Science Related To The Indian Student

This program was designed so that materials could be purchased to upgrade the existing curriculum for grades 7 through 12. These materials would be obtained so that a hand oriented teaching approach could be used rather than a lecture approach. The students relate more to the visual than the spoken word. We are trying to increase the attention span of the students.

Teacher Aide

The teacher aide assists the teacher by helping the students with learning problems in a certain subject area. She helps the teacher understand problems that students have outside the school and increases the knowledge of the students in all subject areas through individualized instruction.

Frazer

Science

This program was needed to upgrade the science curriculum in the classroom, and to over-all, better academic achievement. The program was a great success, and due to the advantage of having equipment we had greater than 2 years growth in 1 year in the junior high area. This is one of the most significant year's of achievement that our school has attained.

Home-School Coordinator

Having this program has increased our Average Number Belonging by 15%, we have less absenteeism and tardiness because of our home-school contact. The home-school coordinator keeps contact with the students at school and in their homes.

Kindergarten

This program was needed to achieve greater learning habits for our beginners, develop learning patterns and dexterity, cooperation, and a good, healthy attitude toward school. The program showed an above average holding power and the attendance was excellent.

Industrial Arts; Arts and Crafts

This program was introduced to the school district for the first time in 20 years. We had 60% of our students participating in this program, which covered wood working, auto-mechanics and welding. These classes gave the students the basic skills, which would enable them to further this livelihood as a profession. Our objective was to develop new skills, greater holding power; to provide stimulation for better attendance in school and to provide worthwhile skills in making a living of the profession. The program proved that more students had a greater interest in school and 50% of our students are going to college, or to a vocational school, in comparison to less than 10% in previous years.

Rocky Boy's Indian Reservation

Box Elder

Teacher Aide

This program was provided to improve the opportunity of Indian students to achieve success in school. The objective of the program was to provide individual attention for Indian students and to provide general assistance to the regular classroom teacher. The program proved to be very rewarding to the students that had a problem in a certain subject area.

Nursery School

This program was provided to prepare children for entrance into kindergarten. We taught the children to follow directions, follow a schedule and about social development. The program showed to be very rewarding in that the students were well prepared to enter into kindergarten.

Summer Program

This program was designed to provide basic instruction in art, reading and math. It assisted in the social development of the participants and also to provide recreational sports for the participants. The students were really excited about this program and showed the instructor that learning could be fun along with informative.

Havre

Home-School Coordinator

The home-school coordinator worked as a liaison between the school and the homes of the Indian children attending the Havre schools. This service was provided for four months. The coordinator imparted information about the school services to the parents and vice versa. The objective of the program was to improve the Indian-school relations, improve achievements of the Indian students through parent involvement, improve attendance of Indian children and decrease drop-out rate of Indian children.

Summer Counseling

This program was designed to get 74-75 dropouts to return to school, get older dropouts to consider other educational programs, assist the pupils and graduates in arranging for advanced education, improve relations between the Indian community and public schools, develop information on individual Indian students and assist Indian students to attend the summer educational and cultural events. The program was a great success with a high enrollment.

Johnson-O'Malley Statewide Projects

Montana Indian Youth Practicum

The Montana Indian Youth Practicum is a program funded under Johnson-O'Malley. It is a training course in study and practical application of problems in Indian self-government. It is not meant to take the place of a course in civics or government as taught in high schools of the state; but, it is planned so that the Indian youth may put into practice the theories of self-government as taught in the classroom, through operation of tribal governments and the Bureau of Indian Affairs, as organized under the plans of the Montana Indian Youth Practicum. The goals of the practicum are to: give the Indian child the opportunity to become involved in the duties, functions and responsibility of the Bureau of Indian Affairs; give the Indian child the opportunity to become involved in the duties, functions of the tribal councils and politics; give the Indian child the opportunity to cope with his environment in real life situations; give the Indian child the opportunity to interact with Indians of other reservations and to become better acquainted with each other's problems, wants, desires and hopes; give the urban and rural Indian child the opportunity to interact and interchange ideas; assist educational leaders to discover and identify the more talented young Indian child; assist the Indian child to discover the communicational skills and expose the pseudo-intertribal symbolic conflict as being unrealistic in today's world. The program has proved to be a big success over the year and we hope we would be able to continue it.

University of Montana

The intent which the University of Montana Kyi-Yo Indian Club proposed its Fourth Annual All-Indian High School Speech Tournament was to create an environment where Native American youth can utilize traditional Indian oratory and contemporary speech communication processes in order to better acquaint themselves and the contemporary educational system with Native American Indian culture, values, morals, ethics, religion and the Indian way of life as a whole. The program served 20-25 Montana high schools this year.

Indian Education Conference

Some 600 persons participated in the annual Indian Education Conference sponsored by Dolores Colburg, Superintendent of Public Instruction, in Great Falls, April 3 and 4, 1975.

The conference theme, "Indian Education: Yesterday, Today and Tomorrow," was choosen so that participants could review how Indian Education has improved over the years.

JOHNSON-O'MALLEY ANNUAL FINANCIAL REPORT

MONTANA
State

RECEIPTS

Balance carried forward July 1, 1974		$ 16,289.16
Johnson-O'Malley Contract	$1,060,000.00	
Administration Transferred to 1975	$ 4,242.13	
Refunds from schools	$ 31,652.05	
TOTAL		$1,095,894.18
Total Funds Available		$1,112,183.34

EXPENDITURES

1. Administration		$ 66,147.23
2. Parental Costs		$ 18,408.10
3. Special Programs		$ 995,064.89
A. Guidance and Counseling	$ 23,840.00	
B. Attendance and Home Visitors	81,427.76	
C. Remedial and Special Education	3,310.00	
D. Teacher Aides	116,297.07	
E. Summer Programs	46,215.93	
F. Expansion of Curricular Offerings	103,605.82	
G. Transportation	23,786.53	
H. Other Special Programs	596,581.78	
TOTAL EXPENDITURES		$1,079,620.22
Transferred to Special Projects		$ 27,807.35
Transferred to Administration		$ 4,755.77
BALANCE		$1,112,183.34

JOHNSON-O'MALLEY ADMINISTRATIVE BUDGET

Code	Description	Actual Expenditures Fiscal Year 1975
111	Salaries, Professional	$31,066.42
112	Salaries, Non-Professional	6,519.64
141	Employee Benefits, Professional	4,548.32
142	Employee Benefits, Non-Professional	
212	Consulting Services	50.00
213	Travel Consultants	2,087.50
215	Contracted Services	741.15
221	Supplies	410.69
231	Postage	515.90
232	Telephone and Telegraph	31.26
241	Travel, In-State	4,352.07
242	Travel, Out-of-State	1,234.37
251	Rent	212.80
261	Utilities	.00
271	Repairs and Maintenance	.00
281	Dues and Subscriptions	.00
311	Capital Outlay - Equipment	266.11
811	Staff Services	14,120.00
813	Instructional Services	
815	Assistant Superintendent	
818	Federal Program Accounting	
	TOTAL	$66,147.23

Summary of Allocations

University Projects

University of Montana . . . . . .$ 4,563.00

Private College Projects

Carroll College $28,900.00

TOTAL $33,463.00

TABLE II

JOHNSON-O'MALLEY ALLOCATIONS BY RESERVATIONS

Reservation	Total Johnson-O'Malley Funds
Rocky Boy	$ 150,573.40
Northern Cheyenne	55,497.00
Fort Peck	139,807.07
Fort Belknap	131,039.25
Flathead	119,247.00
Blackfeet	203,070.87
Crow	180,775.40
TOTAL	$ 980,009.99

DISTRICT	NO.	ENROLLMENT TOTAL	JOM NO.	JOM %	TOTAL ADA	JOM ADA	FY74 TAXABLE VALUATION	LOCAL TAX LEVY	FY 74 ANB	GENERAL FUND BUDGET	P.L. 874 ENTITLEMENT	TITLE I RECEIPTS	JOM RECEIPTS
Browning	9	2149	1754	82	1687	1724	13,407,861.00	27.96	2095	258,748,200.00	1,163,860.00	140,596.00	130,406.87
Cut Bank	15	784	88	11	1214	NR*	27,738,904.00	42.89	1328	117,522,400.00	.00	.00	500.00
East Glacier	50	52	29	56	40	29	874,273.00	6.89	51	6,198,620.00	7,995.00	.00	3,299.00
Heart Butte	1	201	190	95	149	NR*	100,287.00	10.47	176	25,000,000.00	103,856.00	19,873.00	58,065.00
Valier	18	350	62	18	326	NR*	7,374,603.00	32.49	370	36,374,780.00	27,562.00	20,118.00	10,800.00
Hardin	17-H&I	1751	650	37	1566	632	24,450,256.00	27.57	1758	163,706,701.00	282,425.00	65,143.00	55,007.40
Lodge Grass	27 & 2	549	374	68	404	344	17,872,621.00	20.92	527	57,337,947.00	193,018.00	26,482.00	32,371.00
Pryor	2 & 3	149	126	85	102	113	1,822,584.00	13.17	115	19,590,129.00	33,115.00	4,127.00	65,382.00
Wyola	29	100	85	85	87	NR*	1,277,033.00	24.42	93	11,407,341.00	41,640.00	.00	28,015.00
Arlee	8	507	179	35	453	175	2,213,506.00	77.54	515	46,755,162.00	91,810.00	11,732.00	14,403.00
Charlo	7	358	33	9	342	33	2,916,334.00	53.83	330	38,035,237.00	17,639.00	3,749.00	6,650.00
St. Ignatius	28	674	142	21	584	NR*	3,944,878.00	29.47	632	59,160,212.00	86,417.00	27,928.00	19,650.00
Ronan	30	886	151	17	1219	NR*	9,082,911.00	51.25	1312	120,330,700.00	74,690.00	25,060.00	11,559.00
Polson	23	1323	57	4	1217	NR*	21,914,810.00	74.27	1324	105,756,864.00	30,419.00	29,400.00	18,600.00
Elmo	22	47	37	79	42	NR*	145,336.00	.00	45	6,422,210.00	18,845.00	3,661.00	27,080.00
Hot Springs	14	320	60	19	291	NR*	3,696,063.00	33.37	330	4,276,530.00	23,077.00	5,747.00	12,900.00
Dixon	9	100	52	52	88	NR*	1,236,432.00	75.01	109	16,992,425.00	12,994.00	3,846.00	9,005.00
Hays-Lodge Pole	50	336	322	96	300	320	3,229,122.00	7.03	343	70,307,500.00	242,775.00	17,175.00	68,877.25
Harlem	12	558	392	70	555	395	5,803,937.00	35.87	616	56,472,725.00	165,916.00	27,957.00	62,162.00
Wolf Point	45 & 45A	1259	393	31	1017	288	11,697,315.00	70.61	1138	114,221,600.00	105,211.00	47,466.00	41,635.00
Brockton	55 & 55F	186	180	97	169	NR*	750,100.00	51.04	208	24,804,400.00	94,597.00	22,025.00	43,177.07
Poplar	9	835	539	65	788	NR*	10,455,426.00	61.85	916	97,311,500.00	294,131.00	35,477.00	19,495.00

DISTRICT	NO.	ENROLLMENT TOTAL	ENROLLMENT JOM NO.	ENROLLMENT JOM %	TOTAL ADA	JOM ADA	FY74 TAXABLE VALUATION	LOCAL TAX LEVY	FY 74 ANB	GENERAL FUND BUDGET	P. L. 874 ENTITLEMENT	TITLE I RECEIPTS	JOM RECEIPTS
Frazer	2 & 2B	210	192	91	181	198	2,715,226.00	7.31	179	23,289,550.00	86,486.00	24,834.00	35,500.00
Box Elder	13	297	271	91	253	NR*	1,447,006.00	14.22	259	39,684,400.00	164,849.00	4,584.00	25,148.00
Rocky Boy	87	259	242	93	233	NR*	73,381.00	.00	332	52,230,200.00	170,534.00	.00	100,513.40
Havre	16	2895	278	10	2692	258	33,496,664.00	74.01	2956	284,115,600.00	29,993.00	70,125.00	24,912.00
Colstrip H.S.	19	186	55	28	1080	NR*	22,057,357.00	39.87	NR*	97,961,410.00	34,820.00	10,924.00	2,005.00
Lame Deer Elem.	6	328	314	96	311	NR*	228,683.00	.00	NR*	34,345,300.00	142,142.00	.00	53,492.00

* No Reports Submitted

ILLUSTRATION I
62 IAM 3
REVISED 2/27/68

YEAR 1974-1975
STATE SUMMARY REPORT
STATE Montana DISTRICT Billings

No. of 8th grade graduates 571
No. of 12th grade graduates 408

INDIAN ENROLLMENT (JOM PARTICIPANTS ONLY) SCHOOL

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Indian Enroll.	Transfers 1/	DROPOUTS 2/ a	b	c	d	e	f	g	h	Total Compl.	Total Enrc
Kg.	23	214	116	1	8												362	31	17							3	269	64
1		12	252	167	45	1	1										478	48	3								424	100
2			14	228	240	50	1										533	47	10							1	362	98
3				3	8	173	55	4	1								244	39	4							5	386	99
4						205	171	61	13	1							451	47	5								422	104
5							209	198	63	15	1						486	56	7				1	1		2	442	105
6							37	200	188	79	16						520	48	4				1			5	446	112
7								11	164	204	96		2				477	67	9			1				10	470	113
8									14	192	385		21	3			615	47	16							113	418	161
El. Ug.	11		1		2	4	5	7	9	13	9						61	4	2						1	1	69	10
Total Elem.	11	226	383	399	303	433	479	481	452	504	507		23	3			4288	434	77			1	2	1	237		3708	970
9											176	194	97	27	1		531	92	6	2		1			378		390	120
10											3	93	213	74	34	5	422	42	1	8	1	1			269		300	110
11												17	94	143	69	18	341	31	2	4	2		1		43		244	96
12													4	77	110	55	246	16		1	3				19		230	87
Sec. Ug.																											31	8
Total Sec.											179	304	408	321	214	78	1540	181	9	15	6	2	1		52		1195	422
Total El & Sec.	11	226	383	399	303	433	479	481	452	504	686	304	431	324	214	78	5828	615	86	15	6	3	3	1	74		4903	1392

1/ Students known to have re-enrolled in another school of any type.

2/ In reporting numbers of dropouts, show numbers and alphabetical keys by grade for the following categories: (a) with drawn by parents (b) marriage, (c) employment, (d) detailed by law agencies, (e) illness, (f) death, (g) expelled (h) Example: If five students are dropouts from the 11th grade from which two left school for marriage and three left for employment, show as follows in grade 11 block of dropout column: 2b, 3c

COMMENTS:

This form is designed for use by individual schools, and for district or county as well as State consolidated reports. In the first column, elementary ungraded students (El. Ug.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ug.) includes all special students of high school age.

Note that each column except at the extreme right is for Johnson-O'Malley assisted Indian students only. The extreme right colun is total enrollment of all students, regardless of ethnic group, enrolled in Johnson-O'Malley participating schools.

The summary report is to be included in the annual J.O.M. report due by Oct. 15 each year in the Area and Central Offices of the Bureau of Indian Affairs.

Data for Table III was collected and tabulated by this office and shows information for public schools on or adjacent to Montana Indian reservations.

TABLE III

MONTANA INDIAN RESERVATION FISCAL YEAR 1975 STATISTICS
ON ENROLLMENTS, TEACHERS AND SCHOOL BOARD MEMBERS

Reservation	No. of Pupils of Indian Descent	Total No. of Pupils	Teachers of Indian Descent	Total No. of Teachers	No. of School Board Members of Indian Descent	Total No. of School Board Members
Blackfeet	2,025	3,759	18	226	11	34
Crow	758	2,394	8	168	11	31
Flathead	603	3,768	11	259	7	43
Fort Belknap	439	927	1	62	8	16
Fort Peck	801	2,372	11	169	3	23
Rocky Boy	528	3,417	1	199	0	21
TOTAL	5,154	16,637	50	1,083	40	168

PUBLIC LAW 89-10
ELEMENTARY AND SECONDARY EDUCATION ACT
TITLE I
PROJECTS APPROVED 1974-75

District Number		Project Number	Type of Project	Final Amount Approved
BIG HORN COUNTY				
27	Lodge Grass Elem.	75-31-0206-0032A	Individualized Tutoring	$ 12,114
2	Lodge Grass H.S.	"	" "	4,189
17-H	Hardin Elem.	75-31-0204-0041A	Basic Reading and Mathematics	24,249
1	Hardin H.S.	"	Skills Program	12,545
2	Pryor Elem.	75-31-0202-0050A	Individualized Tutorial Program	3,753
BLAINE COUNTY				
12	Harlem Elem	75-31-0303-0003A	Elementary Remedial Reading	9,488
12	Harlem H.S.	75-31-0304-0010A	High School Remedial Reading	7,188
50	Hays-Lodge Pole Elem.	75-31-0315-0102A	Professional Tutors	5,723
GLACIER COUNTY				
9	Browning Elem.	75-31-1802-0103A	Blackfeet Developmental	29,615
9	Browning H.S.	"	Reading Project	9,849
HILL COUNTY				
16	Havre Elem.	75-31-2104-0013A	Alleviating Learning	21,653
A	Havre H.S.	"	Disabilities	11,018
13	Box Elder Elem.	75-31-2102-0122A	Remediation of Learning	2,798
C	Box Elder H.S.	"	Deficiences in Reading & Math	932

TITLE I PROJECTS APPROVED 1974-75 (Continued)

District Number		Project Number	Type of Project	Final Amount Approved
LAKE COUNTY				
30	Ronan Elem.	75-31-2411-0016A	Writing to Improve Communication	$ 13,176
30	Ronan H.S.	"	Skills	5,185
23	Polson Elem.	75-31-2404-0031A	Improvement of Basic Skills	9,894
23	Polson H.S.	"	" " " "	5,207
28	St. Ignatius Elem.	75-31-2406-0072A	Supportive Assistance for Educationally Deprived	11,023
28	St. Ignatius H.S.	"	Supportive Assistance for Educationally Deprived	3,293
7	Charlo Elem.	75-31-2413-0077A	Basic Skills Remediation	2,371
7	Charlo H.S.	"	" " "	836
22	Elmo Elem.	75-31-2403-0104A[8]	Elmo Title I	73
8-J	Arlee Elem.	75-31-2401-0121A	Diagnostic Arithmetic & Reading Project	3,628
8-J	Arlee H.S.	"	" " " " "	130
PONDERA COUNTY				
18	Valier Elem.	75-31-3703-0006A	Improving Basic Skills	4,122
18	Valier H.S.	"	" " "	7,377
1	Heart Butte Elem.	75-31-3701-0058A	Tutor	13,173
ROOSEVELT COUNTY				
45	Wolf Point Elem.	75-31-4306-0070A	Continued Individual's Improvement	20,637
45A	Wolf Point H.S.	"	" " "	3,180
55	Brockton Elem.	75-31-4308-0081A	Remedial Reading Individualized Instuctional Program	9,442
55F	Brockton H.S.	"	Remedial Reading Individualized Instructional Program	1,239

TITLE I PROJECTS APPROVED 1974-75 (Continued)

District Number		Project Number	Type of Project	Final Amount Approved
ROOSEVELT COUNTY (Continued)				
9	Poplar Elem.	75-31-4302-0094A	Remedial Reading, Math & Image Improvement	$ 16,563
9B	Poplar H.S.	"	Remedial Reading, Math & Image Improvement	5,433
SANDERS COUNTY				
14J	Hot Springs Elem.	75-31-4513-0012A	Hot Springs - Camas Prairie	1,739
14J	Hot Springs H.S.	"	Tutoring Program	1,740
9	Dixon Elem.	75-31-4508-0091A	Tutoring and Cultural Opportunity	2,188
9	Dixon H.S.	"	" " " "	630
VALLEY COUNTY				
2	Frazer Elem.	75-31-5303-0025A	Improvement of Basic Skills	5,001
2B	Frazer H.S.	"	" " " "	873

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